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In a previous study by the investigator, it was determined that the lowest socioeconomic strata of pupils valued leadership significantly higher than did the upper socioeconomic group. This follow-up study attempted to determine whether pupils with similar connotations of leadership were more likely to be democratic leaders or autocratic leaders, and to determine if there was a difference in democratic tendency between students of various socioeconomic groups. The 94 pupils in 14 vocational agriculture departments in Illinois were stratified by socioeconomic classification and by grade level. Evaluation of data by analysis of variance and coefficient of correlation revealed: (1) Those who valued leadership most were the least democratic in their leadership decision pattern and those who valued leadership least were more democratic, (2) No statistical difference in the leadership ability or style of leadership existed among the socioeconomic classification of pupils, (3) Leadership scores were not significantly different for the three high school grade levels of pupils, and (4) Pupils in the 10th grade gave less democratic-cooperative responses and more autocratic-aggressive responses. (DM)

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CORRELATES OF LEADERSHIP DECISION PATTERNS OF HIGH SCHOOL PUPILS

Socio-Economic Status, High School Grade, and Connotative Meaning of the Word "Leadership"

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Martin B. McMillion

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CHAPTER I

INTRODUCTION

If Napoleon Boneparte or Thomas Carlyle were members of a present day high school youth organization, they would not be expected to be elected president of the club or perhaps even to a committee chairmanship. Their authoritarian style of leadership would not be acceptable to the more Jeffersonian ideas of today concerning leadership in this country. The kind of leader most groups desire is one who can help the group become more creative and productive instead of making it more dependent upon the leader. The democratic style of leadership is usually felt to be most effective with the American citizen of today.

In this study a standardized test was used to study the leadership style of pupils enrolled in vocational agriculture. The degree to which the pupils conformed to the democratic style of leadership was measured.

An attempt was made to determine whether or not a particular leadership style was associated with a particular socio-economic group of pupils. Also, the relationship of leadership style to the connotative meaning the pupils placed on the word "leadership" was investigated.

STATEMENT OF THE PROBLEM

In a previous study by the investigator, eighty high school vocational agriculture pupils, identified as being socio-economically disadvantaged, were compared with an equal number of pupils in two other socio-economic classifications concerning the semantic meaning placed on the word "leadership". In that study the lowest socio-economic strata of pupils valued leadership significantly higher (.01 level of significance) than did the upper socio-economic group of pupils studied by the semantic differential instrument.

The findings of the first study concerning high school pupils and leadership prompted an inquiry into other aspects of leadership in the group previously studied. Were pupils who had similar connotations for the word "leadership" more likely to be democratic leaders or autocratic leaders? Were pupils in one socio-economic classification more democratic than those in other socio-economic groups? Were pupils in different high school grades more democratic than those in other grades?

SIGNIFICANCE OF THE PROBLEM

Any contribution to better understanding of high school age youth by their teachers contributes to an improved teaching-learning process. Much emphasis has been placed upon understanding the disadvantaged pupil in recent years. In this study differences among the lowest socio-economic stratum of vocational agriculture pupils and two other strata of pupils studying vocational agriculture were investigated. If a certain leadership decision pattern is unique to one socio-economic classification of pupils, this could be very valuable in guiding and teaching these pupils. Teachers would have a framework upon which to base attempts to change the style of leadership to one more compatible to the style of leadership which is most desirable in our society today.

DEFINITION OF TERMS

Some of the terminology used in this study must be defined in order to prevent errors in interpretation and to make the study more easily understood. The terms and their definitions are given below.

The Leadership Ability Evaluation - An instrument developed by Cassel and Stancik which requires the respondent to choose among four choices of action representing autocratic to laissez-faire responses as they apply to situations requiring a leadership decision.

Leadership Decision Pattern - A term to describe the profile of choices made by respondents on The Leadership Ability Evaluation Test.

Leadership Score - The weighted score derived from The Leadership Ability Evaluation Test which describes the extent to which an individual does or does not exhibit the democratic-cooperative leadership type.

Leadership Type - Styles of leadership classified according to the degree of permissiveness. The four leadership types recognized in the study are 1) autocratic-aggressive, 2) autocratic-submissive, 3) democratic cooperative, and 4) laissez-faire.

Sim's SCI Occupational Rating Scale - An instrument for appraising the socio-economic level of a pupil and his family. The scale is filled out by the pupils themselves. It contains listings of various occupations and the pupil is asked to rate the people engaged in these occupations as being higher, lower, or the same as he and his family. The pupil establishes himself somewhere along the continuum of occupations which range from low to high in prestige.

SCI - Social Class Identification as determined by Sim's SCI Occupational Rating Scale.

Socio-economic Stratum I - This stratum of pupils is the lowest of the socio-economic classifications of pupils in the study. These pupils have SCI scores of twelve and below. They consider themselves to be the same as farm hands, factory workers, house to house brush salesmen, automobile mechanics, and telephone operators.

Socio-economic Stratum II - This stratum of pupils is the middle group among the socio-economic classifications of pupils in the study. These pupils have SCI scores of thirteen through eighteen. They consider themselves to be the same as neighborhood grocery store owner-operators, railroad ticket agents, and bookkeepers for a store.

Socio-economic Stratum III - This stratum of pupils is the highest socio-economic classification of pupils in the study. These pupils have SCI scores of nineteen and above. Pupils in this stratum consider themselves to be the same as high school teachers, real estate salesmen, druggists, and large farm owner-operators.

Connotative Meaning - Connotative meaning refers to private associations which arise in connection with words through the learning history of the individual concerned.

Semantic Differential - The semantic differential is a paper and pencil technique of measuring connotative meaning in which a combination of association and scaling procedures are used.

Stimulus Concept - A stimulus concept is the word or phrase for which meaning is measured.

OBJECTIVES AND HYPOTHESES

The first objective was to determine whether or not a certain connotative meaning for leadership was associated with a particular kind of leadership decision pattern. A second objective was to ascertain whether or not different socio-economic stratifications of high school pupils exhibit different leadership patterns. The third objective was to ascertain whether or not pupils in different high school grades exhibit different leadership decision patterns.

The three null hypotheses tested in this study were as follows:

Null Hypothesis One

No significant relationship exists between the scale values marked by vocational agriculture pupils on a semantic differential instrument in response to the stimulus concept "leadership" and the total leadership score of the pupils as measured by the Cassel-Stancik Leadership Ability Evaluation instrument.

Null Hypothesis Two

Vocational agriculture pupils classified into three groups on the basis of socio-economic position have similar weighted leadership ability scores on the Cassel-Stancik Leadership Ability Evaluation instrument. Similar hypotheses were tested in which the raw laissez-faire scores (number of responses), democratic-cooperative, autocratic-submissive, and autocratic-aggressive scores replaced the total, weighted leadership scores.

Null Hypothesis Three

Vocational agriculture pupils grouped into the three high school grades have similar total, weighted leadership ability scores on the Cassel-Stancik Leadership Ability Evaluation instrument. Similar hypotheses were tested in which the raw laissez-faire scores (number of responses), democratic-cooperative, autocratic-submissive, and autocratic-aggressive scores replaced the total leadership scores.

LITERATURE CITED

Sumner (9), in a study of high school vocational agriculture pupils in Minnesota, found that the total leadership ability for ninth graders, as measured by the Cassel-Stancik Leadership Ability Evaluation instrument, was no different than that of twelfth grade pupils. However, an analysis of the number of separate responses corresponding to four leadership styles revealed that twelfth graders were 1) less autocratic-aggressive, 2) less autocratic-submissive, and 3) more democratic-cooperative than ninth graders. The main objective of the study was to determine the relationship between participation in FFA leadership activities and leadership ability. Twelfth grade pupils who had been required to participate in public speaking contests for four years had significantly lower (more democratic) total leadership scores than seniors who had only been required to participate one year and two years.

In a previous study, McMillion (4) studied the connotative meaning of certain words which are of importance to vocational agriculture by use of the semantic differential technique. Comparisons were made of the connotative meanings placed on the words by three socio-economic groups of pupils, the lowest of which was identified as socio-economically disadvantaged. The disadvantaged group differed significantly from the highest socio-economic group concerning the connotative meaning of the word "leadership". As the socio-economic level of pupils decreased, the value they placed upon the word "leadership" increased.

Pupils who valued the word "leadership" highly were felt to be those who had not been permitted to assume positions of leadership. That which was inaccessible to low status pupils had better connotations due to its inaccessibility. Those who had not attained positions of leadership were felt to hold beliefs which were more autocratic.

Most of the early studies of leadership had as their objective the identification of characteristics of those who became leaders. The characteristics of most relevance to this study is that of socio-economic status. Stogdill (8), in a review of early studies, found fourteen studies which reported that leaders come from a socio-economic background superior to that of the average of their followers. Only two studies reported negligible differences.

Keller (3), after an extensive review of literature concerning leadership wrote, "The various studies reported have found the leaders to be superior to their associates in intellectual ability, certain physical characteristics, various personality traits, socio-economic status, and their scholastic standing." Keller's finding concerning socio-economic status, as identified by sociometric techniques, was that leaders in high school of both sexes were likely to come from homes of higher socio-economic status than non-leaders.

Flannagan (1) used four social climates of leadership as described by Kurt Lewin: laissez-faire, democratic-cooperative, autocratic-submissive, and autocratic aggressive. It is these styles of leadership which are represented by the statements which make up the instrument used to determine the leadership style of the pupils.

CHAPTER II

PROCEDURE

The major tasks in conducting the study were as follows:

1. Send a sufficient number of copies of The Leadership Ability Evaluation instrument to the vocational agriculture teachers in schools who participated in the previous study and include the names of the students who were to respond to the instrument.

2. Score the Leadership Ability Evaluation instrument and place the information on the data cards of the original study.

3. Determine the degree of association between scale values assigned by the pupils in the original study and the leadership score.

4. Analyze the leadership scores of pupils in the three socio-economic strata for differences.

5. Analyze the leadership scores of pupils in the three high school grades for differences.

POPULATION AND SAMPLE

Pupils studying vocational agriculture in fourteen schools, located in a contiguous geographic area having its center in Champaign County, Illinois, composed the population of this study. The sample of pupils in these schools was originally chosen as a stratified random sample of pupils from twenty-one high schools in the geographic area described. The sample of pupils in this study consist of the sophomore, junior, and senior vocational agriculture pupils in the fourteen schools where the teacher was willing to administer and return The Leadership Ability Evaluation instrument. The distribution of pupils by grade level and socio-economic classification is given below.

Table 1

DISTRIBUTION OF PUPILS IN THE SAMPLE BY HIGH SCHOOL GRADE AND SOCIO-ECONOMIC CLASSIFICATION

High School Grade	Socio-Economic Classification			Total
	Low	Middle	High	
10	14	9	12	35
11	10	9	8	27
12	12	11	9	32
TOTAL	36	29	29	94

Limitations

The sample of pupils was from schools in one geographic area of the State of Illinois and any generalizations of the findings beyond that area must be made with caution.

The deprived people in the area studied were less deprived than those in other locations in the state. Although the socio-economic inequalities were considerable in the rich farming area where the study was conducted, only a few of the pupils classified in the lower socio-economic stratum were extremely deprived. The findings of the study may have been somewhat different if a sufficient number of pupils having SCI scores below seven could have been found to form a separate classification. Pupils in the very low category were combined with the next higher social class level to form the lowest socio-economic category used in the study.

All the respondents of the original study concerning connotative meaning of leadership are not included in this study. Fourteen of the original twenty-one schools participated and some of the dropouts were not located to complete the Leadership Ability Evaluation instrument.

It should be noted, however, that a test of the hypothesis of the original study concerning the connotative meaning placed upon the word "leadership" using the 94 respondents in this study produced similar results to that using the total sample of the original study. That is, the lowest socio-economic group valued the word "leadership" significantly more than the highest socio-economic group.

There is no reason to believe that pupils in the fourteen schools included in this study are different from those of the original study. The only difference is believed to be the willingness of their teacher to collect the data and return it.

DATA AND INSTRUMENTATION

The instrument used to measure leadership ability (leadership style or type) was The Leadership Ability Evaluation by Cassel and Stancik. This instrument measures the decision-making pattern or social climate created by a person when he functions as a leader. The number of responses corresponding to four leadership styles are weighted to give a low score for democratic choices and a high score for either a laissez-faire or an autocratic-submissive response. The style of leadership, if other than democratic, cannot be determined by the total weighted score on the test.

The instrument consists of fifty forced choice questions in which different life activity leadership situations are described. Each of

the four choices represents a different decision mode or style of leadership. These four styles of leadership (social climate structures) were first described by Kurt Lewin and later used by Flanagan (1) in studies of leadership in the Armed Forces. The four leadership styles as described in The Leadership Ability Evaluation Manual are as follows.

1. Laissez-faire - "individual and independent group member centered decision pattern." The leader exercises a minimum influence on the others but always is available to group members in the role of an advisor.

2. Democratic-cooperative - "parliamentary procedure centered decision pattern." The chief concept of the leader is to emphasize the will of the group or the individual involved.

3. Autocratic-submissive - "resource person, expert, or committee centered decision pattern." The leader emphasizes the use of advisors and resource persons.

4. Autocratic-aggressive - "ego-centered decision pattern." The leader alone makes action decisions. Group objectives and action plans are released bits at a time to the individual members for their parts in the action, as required.

A face validation of the items in the instrument was made by six research psychologists who considered the leadership decision choices to be representative of the particular leadership styles.

The social climate structures are weighted so as to give a laissez-faire response seven points and autocratic-submissive response four points. Democratic-cooperative responses are given one point each and autocratic-aggressive receive no points. The total weighted score is divided by ten to give the total leadership ability which is the extent to which the respondent is or is not democratic-cooperative. A low score indicates a highly democratic-cooperative individual. A high number of autocratic-aggressive responses could cause a low score but very few were given. The mean number of autocratic-aggressive responses was 3.2 of a possible 50. A high score could indicate either several laissez-faire responses or several autocratic-submissive responses. The formula for weighting the scores was developed by maximizing discrimination between a group of 100 "leaders" and 200 "typical subjects". Norms were based on 2,000 "typical individuals" and 400 "outstanding leaders". The total score has a reliability of .82.

STATISTICAL PROCEDURE

The three null hypotheses appear in Chapter One. Product-moment correlations were used to determine the relationship between each of ten semantic differential scale values and the total, weighted leadership scores.

One-way analysis of variance was utilized to test hypothesis two concerning differences in leadership decision patterns of different socio-economic groups of pupils. The dependent variable in the first test was the total, weighted scores of the LAE instrument. Four additional tests were made in which the dependent variable was the number of responses corresponding to each of four styles of leadership.

One-way analysis of variance was utilized to test hypothesis three concerning differences in leadership-decision patterns of pupils in different high school grades. The independent variable was high school grade level and the dependent variables were the same as were studied in hypothesis two.

An Alpha level of .05 was used for all statistical tests.

CHAPTER III

THE PRESENTATION AND ANALYSIS OF DATA

The Results of Tests of Hypothesis One

The purpose of the first hypothesis was to ascertain whether or not a certain connotative meaning for leadership was associated with a particular kind of leadership decision pattern.

Null Hypothesis One

No significant relationship exists between the scale values marked by vocational agriculture pupils on a semantic differential instrument in response to the stimulus concept "leadership" and the total leadership score of the pupils as measured by the Cassel-Stancik Leadership Ability Evaluation instrument.

A product moment correlation coefficient between the scale value on each of ten scales and the total leadership score was low and the null hypothesis was accepted at the .95 confidence level. See Table 2 for the correlation coefficients.

Table 2

PRODUCT-MOMENT
CORRELATION COEFFICIENTS BETWEEN TOTAL LEADERSHIP
SCORES AND SCALE VALUES OF THE SEMANTIC DIFFERENTIAL

Bipolar Adjectives Corresponding to Semantic Differential Scales	Correlation Coefficients
Important-unimportant	.109
Meaningful-unmeaningful	.196
Good-bad	.030
Successful-unsuccessful	.116
Pleasant-unpleasant	-.018
Wise-unwise	.097
Strong-weak	-.050
Hard-soft	-.108
Active-passive	-.032
Fast-slow	.104

Alpha of .05= .205 for 90 df

A high positive correlation indicates that respondents who describe leadership by the adjective on the left are other than democratic (laissez-faire or autocratic) in their decision making pattern and vice versa. A high scale value corresponds to the adjective on the left. A low leadership score indicates a more democratic leadership decision pattern.

Null Hypothesis Two

Vocational agriculture pupils classified into three groups on the basis of socio-economic position have similar weighted leadership ability scores on the Cassel-Stancik Leadership Ability Evaluation instrument, and they have a similar number of responses corresponding to each leadership type.

A one-way analysis of variance of the total leadership ability score for the three socio-economic groups yielded a low F-ratio of 0.611; therefore, the null hypothesis was accepted. See Table 3 for the results of the statistical test.

Four other statistical tests were made using the number of responses corresponding to the four leadership styles. The first of these concerned the laissez-faire responses. The one-way analysis of variance of the number of laissez-faire responses yielded a low F-ratio of 1.705; therefore, the null hypothesis was accepted. Results of the test appear in Table 4. Similar tests using the number of responses for democratic-cooperative, autocratic-submissive, and autocratic-aggressive were made. The F-ratios were .1293, .5216, and .6461, respectively, which indicated no significant difference among the socio-economic strata of pupils for the partial leadership scores. The number of responses corresponding to one leadership style was dependent upon the number of responses corresponding to others. The results of a test using one group of partial scores to some extent influenced the results found using the other partial scores. Tables 5 through 7 give the results of the analysis of variance of the responses corresponding to the four leadership styles.

Table 3

VARIANCE RATIO OF TOTAL LEADERSHIP SCORES
FOR THREE SOCIO-ECONOMIC STRATA OF PUPILS

Socio-economic Strata	Number of Pupils	Mean	SD	F
Low	36	11.7111	2.3846	0.611 N.S.
Middle	29	11.1862	1.9091	
High	29	11.2862	1.7198	
				$F_{.05}=3.11$

Table 4

VARIANCE RATIO OF LAISSEZ-FAIRE RESPONSES
FOR THREE SOCIO-ECONOMIC STRATA OF PUPILS

Socio-economic Strata	Number of Pupils	Mean	SD	F
Low	36	7.5556	3.6130	1.705 N.S.
Middle	29	6.1035	3.2770	
High	29	6.6552	2.5394	
				$F_{.05}=3.11$

Table 5

VARIANCE RATIO OF DEMOCRATIC-COOPERATIVE
RESPONSES FOR THREE SOCIO-ECONOMIC STRATA OF PUPILS

Socio-economic Strata	Number of Pupils	Mean	SD	F
Low	36	30.4722	6.5748	0.1293 N.S.
Middle	29	31.2069	4.8505	
High	29	30.7241	5.7315	
				$F_{.05}=3.11$

Table 6

VARIANCE RATIO OF AUTOCRATIC-SUBMISSIVE
RESPONSES FOR THREE SOCIO-ECONOMIC STRATA OF PUPILS

Socio-economic Strata	Number of Pupils	Mean	SD	F
Low	36	8.5833	3.5727	0.5216 N.S.
Middle	29	9.5517	3.1463	
High	29	8.8966	4.6854	
				$F_{.05}=3.11$

Table 7

VARIANCE RATIO OF AUTOCRATIC-AGGRESSIVE
RESPONSES FOR THREE SOCIO-ECONOMIC STRATA OF PUPILS

Socio-economic Strata	Number of Pupils	Mean	SD	F
Low	36	3.1667	2.4669	0.6461 N.S.
Middle	29	3.1379	1.8656	
High	29	3.7241	2.3129	
				$F_{.05}=3.11$

Null Hypothesis Three

Vocational agriculture pupils grouped into three high school grades have similar weighted leadership ability scores on the Cassel-Stancik Leadership Ability Evaluation instrument.

A one-way analysis of variance of the total leadership ability scores for the three high school grades yielded a low F-ratio of 0.603; therefore, the null hypothesis was accepted. See Table 8 for the results of the statistical test.

Four other tests were made using partial scores on the leadership test. The analysis of variance of the number of democratic-cooperative responses (Table 9) for the three high school grades of pupils yielded a large F-ratio of 4.236; therefore, the null hypothesis was rejected. A further investigation revealed that the groups differing from each other were the tenth and eleventh grade pupils. The democratic-cooperative responses of grade ten were significantly (.05 level) less than those of grade eleven.

The analysis of variance of the number of autocratic-aggressive responses for the three high school grades of pupils also yielded a large F-ratio of 4.485. This null hypothesis was rejected. A further investigation revealed that the autocratic-aggressive responses were significantly less (.05 level) at grade eleven than for grades ten or twelve. Results of the test appear in Table 10.

The differences in partial scores are in agreement with the findings of Sumner (9) in a study in which respondents from Minnesota were tested with the same instrument.

A one-way analysis of variance of the number of laissez-faire and the number of autocratic-submissive responses yielded low F-ratios of 0.1159 and 2.233 respectively and these null hypotheses were accepted. For results see Table 11 and 12.

Table 8

VARIANCE RATIO OF TOTAL LEADERSHIP SCORES
FOR PUPILS IN THREE HIGH SCHOOL GRADES

High School Grade	Number of Pupils	Mean	SD	F
10	35	11.6800	2.1736	0.603 N.S.
11	27	11.1037	2.3875	
12	32	11.3969	1.5566	

NOTE: High school grades for 1966-67 $F_{.05}=3.11$

Table 9

VARIANCE RATIO OF DEMOCRATIC-COOPERATIVE
RESPONSES FOR PUPILS IN THREE HIGH SCHOOL GRADES

High School Grade	Number of Pupils	Mean	SD	F
10	35	29.0286	5.6229	4.236*
11	27	33.1852	6.2205	
12	32	30.6563	4.9358	

$F_{.05}=3.11$

* significant at .05 level

$F_{.01}=4.88$

The democratic-cooperative responses of grade ten were significantly less (.05 level) than those of grade eleven.

Table 10

VARIANCE RATIO OF AUTOCRATIC-AGGRESSIVE
RESPONSES FOR PUPILS IN THREE HIGH SCHOOL GRADES

High School Grade	Number of Pupils	Mean	SD	F
10	35	3.8857	2.3611	4.485*
11	27	2.2963	1.8148	
12	32	3.5938	2.1976	

$F_{.05}=3.11$

* significant at the .05 level

$F_{.01}=4.88$

The autocratic-aggressive responses of grade eleven were significantly less (.05 level) than for grade ten or twelve.

Table 11

VARIANCE RATIO OF LAISSEZ-FAIRE RESPONSES
FOR PUPILS IN THREE HIGH SCHOOL GRADES

High School Grade	Number of Pupils	Mean	SD	F
10	35	6.8571	3.7270	0.1159 N.S.
11	27	6.5926	3.5546	
12	32	7.0000	2.3418	

$F_{.05}=3.11$

Table 12

VARIANCE RATIO OF AUTOCRATIC-SUBMISSIVE
RESPONSES FOR PUPILS IN THREE HIGH SCHOOL GRADES

High School Grade	Number of Pupils	Mean	SD	F
10	35	9.9429	3.9626	2.233 N.S.
11	27	7.9259	4.2510	
12	32	8.8125	3.0420	

$F_{.05}=3.11$

CHAPTER IV

SUMMARY AND CONCLUSIONS

Hypothesis One Conclusions

The relationship between the connotative meaning a pupil placed on the word "leadership" and his leadership style, was investigated by the first hypothesis.

The data indicating connotative meaning were numbers from one through seven which corresponded to the position checked by pupils who completed a semantic differential instrument. Ten scales made up the semantic differential instrument. The data indicating leadership style was the total weighted score of each pupil on The Leadership Ability Evaluation instrument. Each of ten scale values was correlated with the total leadership score for all 94 pupils.

The scales indicating how important, how meaningful, how good, how pleasant, etc. the concept "leadership" was to the pupil; were high if the student valued leadership highly. A high value on the scales (6 or 7) indicated that the pupil had placed a check mark near the end of the seven-unit scale closest to the word important, meaningful, good, pleasant, etc. A low scale value indicated that the pupil placed a check mark near the end of the scale having an adjective with the opposite meaning. The scores with which the semantic differential data were correlated ranged from six to sixteen. A low leadership score indicated the more democratic type of leadership. A high leadership score indicated that the student was other than democratic. The pupil having a high score could have chosen several laissez-faire responses, several autocratic-submissive responses, or several of both. It is for this reason that some of the later statistical tests were made on just the laissez-faire responses or just on the autocratic-aggressive responses for example. For the present hypothesis, only the total leadership score was used.

Positive correlations indicated that those who valued leadership most were the least democratic in their leadership decision pattern and those who valued leadership least were more democratic. Six of the scale values showed positive correlations to the leadership scores; the others showed negative correlations. None of the correlation coefficients were significant at the 95% level of confidence.

Hypothesis Two Conclusions

No statistical difference in the leadership ability or style of leadership existed among the socio-economic classifications of pupils.

Hypothesis Three Conclusions

The total leadership scores, as measured by the Cassel-Stancik Leadership Ability Evaluation instrument, were not significantly different for the three high school grade levels of pupils. The partial scores corresponding to the number of democratic-cooperative responses and the number of autocratic-aggressive responses were significantly different among the three high school grades.

Pupils in the tenth grade gave significantly less democratic-cooperative responses than the eleventh grade pupils. Twelfth grade pupils gave less democratic-cooperative responses than the eleventh grade pupils but their number of responses were not significantly different from those of the tenth or eleventh grade pupils.

The tenth grade pupils had the greatest number of autocratic-aggressive responses. The twelfth grade had the next highest number and the eleventh grade had the least. The number of autocratic responses given by the eleventh grade were significantly less than those of either the twelfth or the tenth grade.

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